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| **Stereotypes Lesson Plan**  **Alison Austin October 21st 2011** |
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### SUBJECT/Grade: English- Grade 11 Suggested Time: 75 minutes

### COURSE/Type/Code: Canadian Literature / Open / ETC3M

LESSON TITLE : What is an ‘Indian’? : Debunking the stereotypes surrounding Indigenous People through a close reading of three short works of Canadian literature by Indigenous authors.

Connection to CULMINATING ACTIVITY: This lesson will teach students to compare texts, a skill which will be assessed in the culminating activity at the end of the semester. The culminating activity will take the form of an essay comparing two texts in terms of how their characterizations influence the reader’s perceptions.

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| Planning Information: | | | | |
| |  | | --- | | **Curriculum Connections** | | **Overall Expectation(s):**   * **Analyzing Texts:** respond to and analyze Canadian literary texts to develop and extend their   understanding of how content, form, and style in combination communicate meaning and enhance  a text’s effectiveness.     * **Critical Literacy:** demonstrate an understanding that Canadian authors, readers, and texts have   particular perspectives that influence the reading experience. | | **Specific Expectation(s):**   * 1.1 Read a variety of types of Canadian literary texts by authors from different backgrounds, regions,   and time periods   * 2.3 Examine Canadian literary texts in terms of the information, ideas, issues, and themes they explore, providing   evidence from the texts to support their analysis of regional dialect in both narration and dialogue clarify the  theme of the story   * 3.1 Demonstrate an understanding of how a Canadian author’s writing has been influenced by factors such as   gender, time period, cultural background, and social and political conditions and events | | **Learning Goal(s):**   * Students will be able to identify what stereotypes look like, how they inform our judgments of individuals and the effect on society that stereotypes have. * Students will understand that assumptions made in everyday life, media, and literature about different groups of   people can lead to misinformed judgments and/or stereotypes.   * Students will be able to identify the common stereotypes that are attached to Indigenous people of Canada and be   able to relate these assumptions back to their own experiences with the stereotypes around youth. | | **Essential Questions:**   * What is the connection between making assumptions and stereotyping an individual? * Compare and contrast the stereotypes about teenagers and the ‘Indian’; what are the similarities and differences? | | | | | |
| **Assessment and Evaluation** | | | | | |
| **Assessment/Success Criteria**  Knowledge and Understanding   * Demonstrates an understanding of terms: stereotypes, assumptions, bias, values, and satiric stereotyping.   Application   * Applies knowledge and skills correctly in order to identify stereotypes in a number of different literary, visual, popular media and personal sources. | | | | | -Minds On: ‘Because I am a Teenager’…  -Graphic Organizers, Exit Pass, Visuals, Think/Pair/Share |
| **Differentiated Instruction Details** ⬩ How will you differentiate your lesson? Provide details | | | | | |
| **Knowledge of Students**  Differentiation based on student:  Readiness  Interests ❒ Learner Profile:  ❒ Styles ❒ Intelligences ❒ Other (e.g., environment,  gender, culture)  **Need to Know**   * Students’ ability to comprehend text (readiness) and preferred form of response (interests).   **How to Find Out**   * Readiness: In the previous part of this course, three groups of learners were identified based on their reading comprehension scores. * Interests: This lesson can accommodate textual and visual (graphic) learning preferences. Students will choose their own preferences.   **Differentiated Instruction Response**   Learning materials (content) ❒ Ways of learning (process)  Ways of demonstrating learning (product)  ❒ Learning environment   |  | | --- | | **Necessary Prior Knowledge & Skills**  Prior to this lesson, students will have:   * *Prior knowledge of the reading materials as it was assigned in the previous class for homework.* * *Experience with critically viewing various forms of texts and investigating the bias and purpose of texts within the larger framework of society.* | | | | | | |
| **Materials & Resources**  **Materials:**   * Three images of different kinds of ‘Indians’ which will provide solid visual examples of stereotypes of indigenous people. The class will then collectively brainstorm ideas about what the stereotypes are and why they are attached to the different images. * Graphic Organizers, with three columns to categorize stereotypes in relation to the four images mentioned above. * Copies of three short works by Canadian Indigenous writers: * ‘The Song My Paddle Sings’ by Pauline Johnson * ‘So Sorry’ by Louise Halfe * ‘A Short History of Indians’ by Thomas King   These three pieces will give students different perspectives of the ‘Indian’ stereotypes from three unique authors from various backgrounds and time periods. They will illustrate the stereotypes of being rejected and poked fun at by authors who have first-hand experience of being stereotyped.  An Exit pass will be used to judge whether or not students now understand what a stereotype is, how to recognize stereotypes in their own lives and to see if they can now start thinking critically about stereotypes in literature.  **Appendices:**   * Appendix A: Three images of stereotyped ‘Indians’ * Appendix B: Graphic Organizer * Appendix C: Handouts of the three texts to be read and studied * Appendix D: Exit Pass   **Internet Resources:**  The Canadian Encyclopedia. (2011). *Grey Owl’s great deception.* Retrieved October 15, 2011 from: <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A2132>  Old Pictures. (2008). *Indian in war bonnet.* Retrieved October 14, 2011 from: <http://www.old-picture.com/indians/Indian-in-War-Bonnet.htm>  Reynolds, A. (2011). *Photo: Alcatraz.* Retrieved Oct. 15, 2011 from:http://www.alexareynolds.com/blog09/texas/alcatraz2.JPG  **Resources:**  Halfe, L. (1994). “So sorry”*.* In *Bear bones and feathers* (p. 97). Regina: Coteau.  Johnson, P. (1931). “The song my paddle sings.” In *Flint and* *feather* (pp. 31-34). Toronto: Musson.  King, T. (2005). A short history of Indians in Canada (pp. 1-4). Toronto: Harper Collins. | | **Agenda** *(to be listed on blackboard, in student language)*    -Four Column graphic organizer  -Mindmap for the ‘Indian’ brainstorm. | | |
| **Minds On (Hook)**  ⬩ Establishing a positive learning environment  ⬩ Connecting to prior learning and/or experiences  ⬩ Setting the context for learning/ Sharing learning goals/essential questions | | | | **Connections**  L: Literacy  AfL, AoL: Assessment **for**/**of** Learning | |
| **Whole Class or Groups of ? ⇒ Individual Reflection and Partner Sharing on Stereotypes of the Teenager**   * Ask students to, individually, finish this sentence based on how they think others see them just by how they act, look or say (assumptions): ‘Because I’m a teenager people think I…’ * Then ask students to turn to a partner and share their finished sentences. Then ask for partners to volunteer what they have shared. * Ask for one or two examples from students about what they wrote down and what they shared with their partner. **Whole Class or Groups of ? ⇒ Small Group Discussion on Teenage Stereotypes** * Ask students to form groups of five. * Introduce the show *Glee* as an example of a TV show that deals almost exclusively in characters that portray stereotypes of teenagers. * Ask the groups to create a list of as many stereotypes as they can that are depicted regularly on *Glee* (like the cheerleader, the prom queen, nerd, the bad boy etc.) * Take up answers on the board. * Explain how the assumptions made about teenagers and the Glee categories are examples of stereotypes. * Give an explanation about what making an assumption means and how that can relate to stereotyping an individual or group of people. | | | | -AFL/ Think/Pair/Share  -AFL /Graphic Organizer (on board only-no handouts)  -Anecdotal Comments | |
| **Action**  ⬩ Introducing new learning or extending/reinforcing prior learning  ⬩ Providing opportunities for practice and application of learning (guided > independent) | | | | | |
| **Whole Class ⇒ Introduction to the ‘Indian’ Stereotype**   * Hand out three images (per group) that address stereotypes of ‘Indians’ like the Indian as a romantic, the natural Indian and the present day Indian. * Give students some time to view the images and think about what the images say about the ‘Indian’. * Handout Graphic Organizer * On the board (with students filling in the graphic organizer) brainstorm as a class what theses images say about what an ‘Indian’ is or is suppose to be. * Discussion of key words like: stereotype, assumption, and appropriation. * Briefly introduce the story of Grey Owl to class as an example of the misconceptions and stereotypes surrounding ‘Indians’. Will also be used as a negative example of appropriation of voice   **Whole Class or Groups of ? ⇒ Reading of Three Short Works**   * Read the selected readings with class as a refresher. * Students will get back into their groups of five and together critically analyze the five W’s of each piece (Who, What, Why, Where, When). * Students will then be asked to decide what sorts of stereotypes are found in each piece. * Students will be assigned one of the readings and asked to decide if they think it either reinforces or dismantles the stereotypes of the ‘Indian’. | | | | Strategy/Assessment Tool  -AoL- Graphic Organizer Handout  -Anecdotal Comments  -AoL/ Group work | |
| **Consolidation and Connection**  ⬩ Helping students demonstrate what they have learned  ⬩ Providing opportunities for consolidation and reflection | | | | | |
| **Whole Class or Groups of ? ⇒ Class Round table discussion of the effectiveness of the three works by indigenous authors.**   * Class discussion (with each group giving a brief summary) of which of the three works dismantle the stereotypes of ‘Indians’ and which reinforce them. * Students will then complete an Exit Pass about what they learned about stereotypes.   **Whole Class or Groups of ? ⇒Individual research and reflection (Homework)**   * Student research their favorite children’s story and look for stereotyped characters. Students will be directed to choose a text which they are comfortable reading. This will differentiate among the various reading comprehension levels of students in the class. * They then need to answer three questions regarding their choice: * What stereotypes does this character embody? * What is the purpose of the stereotypes within the character? * What kind of message does it send to the audience? * Students will bring their answers to the three questions about the children’s book to the next class. They can present these reflections in a written or visual format. | | | | Strategy/Assessment Tool  AoL  DI  -AoL  DI  DI | |
| **Accommodations/Special Needs:** *(this may have been identified above in DI section) How will you accommodate for students with IEPs, ELLs etc.?*  For students with IEPs and for ELLs, readings would be given two weeks in advance, therefore giving them more time to process what is going to be discussed. I would also give them the option of doing an individual oral presentation of the answers to the homework questions. | | | | |
| **Teacher Reflection on Lesson**: (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice) | | | | |
| Aspects that worked: | Changes for next time: | | | |